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ABSTRACT

This activity guide is designed to help elementary school students understand the concept of the main idea in reading and writing. Four sections present class discussion activities, pencil and paper activities, learning center ideas, and games. Most of the activities involve reading or writing; however, the pencil and paper activities and learning center ideas also include several art activities. The instructions for each activity include objectives for the teacher and the students, a list of materials needed, and detailed directions for carrying out the activity. A 20-item bibliography of references is included. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

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GO-PHER THESE

MAIN IDEAS

CS007391

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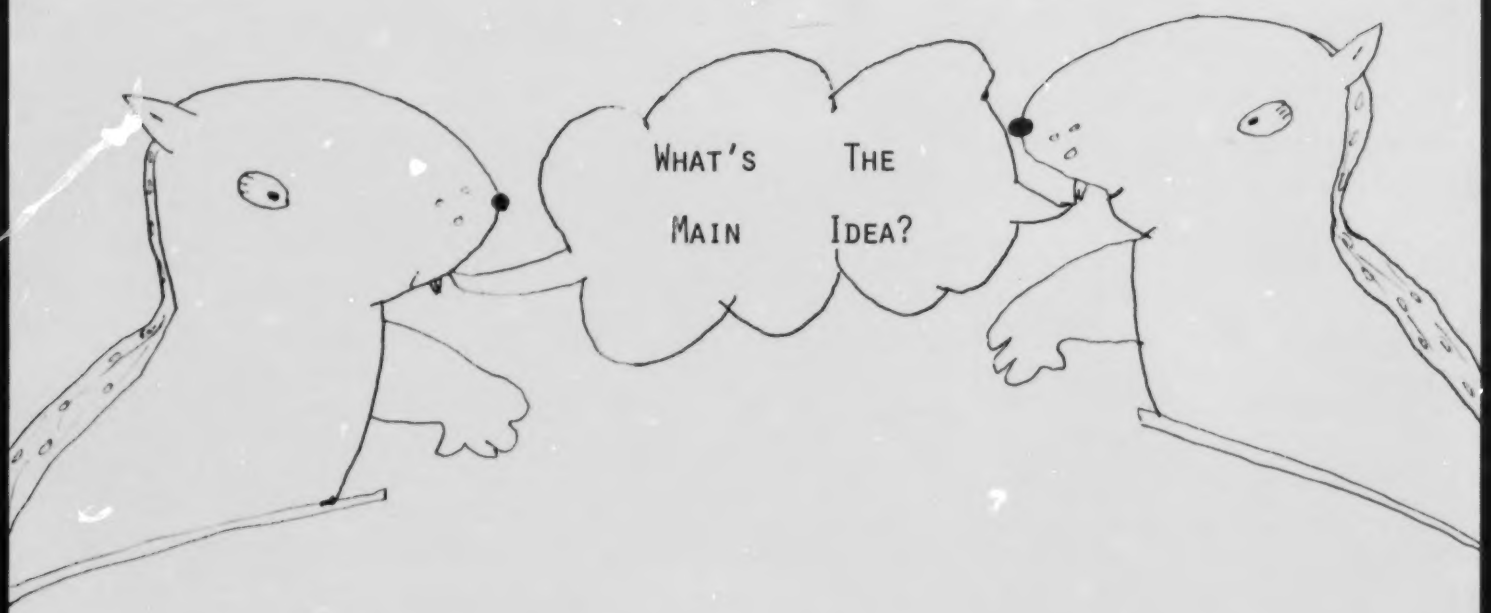

DISCUSSION

ACTIVITIES

PICTURE PUZZLE

OBJECTIVES:

Teacher: The student will be able to recognize, evaluate, and describe various situations.

Student: You will be able to recognize, evaluate, and describe various situations.

MATERIALS NEEDED:

Pictures clipped from magazines, old discarded reader, etc.
Oaktag
Word Cards
Flannel Board

DIRECTIONS:

Display a picture on a flannel board. Allow the children to select from a large number of word cards the ones they feel best describe the given picture. Place these word cards on the flannel board with the picture and discuss their appropriateness to the situation.

VARIATION:

Use the same procedure as above except substitute sentence strips for the individual word cards, or make sentences from the individual cards.

Teacher center

TITLES MUST TELL MAIN IDEA

OBJECTIVES:

Teacher: The child will be able to discuss the fact that titles must tell the main idea of the story.

Student: You will be able to discuss how the title must tell the main idea of the story.

MATERIALS NEEDED:

Several stories familiar to both the teacher and the student, probably fairy tales.

DIRECTIONS:

Tell a story with which the children are well acquainted, such as, The Three Little Pigs. After telling the story, make up a new title which has little to do with the main idea of the story. The children will probably disagree and a discussion on how the title must tell the main idea of the story is launched.

Teacher Center

ANTICIPATE WHAT THE AUTHOR IS GOING TO SAY

OBJECTIVES:

Teacher: Through discussion the student will be able to anticipate what the author is going to say.

Student: Through discussion you will be able to anticipate what the author is going to say.

MATERIALS NEEDED:

Academically appropriate materials

DIRECTIONS:

Read the introduction or title to the story, or a chapter, and then discuss with the children what the author is going to say.

TELL IT AGAIN

OBJECTIVES:

Teacher: After reading a paragraph the student will be able to retell what he/she has just read.

Student: After reading a paragraph you will be able to tell again what you have just read.

MATERIALS NEEDED:

Academically appropriate reading material.

DIRECTIONS:

After reading a paragraph have the children tell in their own words what the author has said.

SENTENCE IDEAS

OBJECTIVES:

Teacher: The student will be able to pick the main idea of the sentence by beginning with two word sentences and working to more complex sentences.

Student: You will be able to pick the main idea of the sentence by beginning with two word sentences and working to more complex sentences.

MATERIALS NEEDED:

Chalkboard
Chalk
Eraser
Two word sentences

DIRECTIONS:

Two word sentences are printed on the chalkboard. Children are asked to describe the two main ideas that form pictures in their minds. For example:

Children play. Wheels turn. Spiders spin. Trains whistle.

When the student thoroughly understands that a sentence usually contains two main ideas, the teacher prints words on the board and the children write their own three- or four-word sentences, using such words as:

soldiers airplane bridge dog spy police

The main ideas in the children's sentences can be developed further with longer sentences. The teacher prints long sentences and children underline or write the main ideas contained in each. For example:

My brother Dave paints good pictures.
Jim dashed out of the house.
The empty bucket dropped with a bang.

FROM SENTENCES TO PARAGRAPHS

OBJECTIVES:

Teacher: The student will be able to understand the transformation from sentences to paragraphs.

Student: You will be able to understand the transformation from sentences to paragraphs.

MATERIALS NEEDED:

Chalkboards
Chalk
Eraser
Short paragraphs (from Barnell Loft)

DIRECTIONS:

After the children have gained some understanding of sentences, the relation of sentences to a paragraph may be introduced. The teacher prints three or four sentences of a paragraph, one under the other, on the chalkboard. For example:

1. There was a terrific uproar.
2. The lion lashed about in his cage.
3. His roars of rage could be heard for miles.
4. They frightened the birds and monkeys in the treetops.

Children are told to read the sentences silently. When they are finished reading, they answer such questions as the following:

1. What does the first sentence talk about? (the terrific uproar)
2. Who made it? (the lion)
3. What did he do? (roar with rage)
4. What happened in the last sentence?

After some practice with this procedure, sentences may be joined to make a paragraph. Children read the paragraph and answer some guiding questions.

1. What does this paragraph talk about?
2. What happened at the end?

PICTURE TITLE

OBJECTIVES:

Teacher: The child will be able to justify his choice of the main idea selection after discussion of the picture.

Student: You will be able to justify your choice of the main idea selection after discussion of the picture.

MATERIALS NEEDED:

Oaktag
Pictures with action
Sentence strips

DIRECTIONS:

Select pictures which have a lot of action. Write three sentences which have something to do with the picture, but only one of which could be the main idea. Discuss with the students which would be the best choice and have them justify their choices.

PICTURE'S MAIN IDEA

OBJECTIVES:

Teacher: The child will be able to match a sentence telling about the picture with the correct picture.

Student: You will be able to match the sentence telling about the picture with the correct picture.

MATERIALS NEEDED:

Spiral sketch book or any booklet with plain white sheets
Pictures
Felt tip pen
Scissors

DIRECTIONS:

Cut a strip at the bottom of each page in the booklet wide enough for a sentence. Place action pictures on the upper part of the sheet and write sentences randomly on the strips below. Ask the children to find the strip which matches the picture.

STORY DIVISION

OBJECTIVES:

Teacher: The student will practice comprehension and oral reading skills to gain self confidence.

Student: You will gain self confidence by practicing for oral reading and comprehension.

MATERIALS NEEDED:

Basal reader of which each pupil has a copy.

DIRECTIONS:

The teacher first divides a story such as the following into parts:

1. Toddle was Dick's pet turtle.
   He liked to crawl.
   He got out of his pan of water and crawled all around the house.

2. Toddle bumped into things.
   Bang! Bang! Down they went.
   Mother did not like this.

3. She said, "Please, Dick, put Toddle back into the water, and do make him stay there."

Each child studies one part of the story and reads it orally. After a whole story is read, the children are given a comprehension check.

This type of procedure gives the children confidence because they know which part they will be required to read, and they can practice reading it silently before reading it orally.

PARAGRAPH PICTURES

OBJECTIVES:

Teacher: The student will be able to see by way of diagramming a paragraph the main idea and supporting details.

Student: You will be able to see by way of diagramming a paragraph the main idea and supporting details.

MATERIALS NEEDED:

Short paragraphs academically suited
Oaktag
Felt tip pen

DIRECTIONS:

The teacher may list the main idea as well as the important details as shown in the following paragraph:

> A little bird sang his song day after day, after day. The old man had heard it so many times that he knew the tune by heart. Even the children who played nearby could sing it.

MAIN IDEA: A little bird sang his song day after day, after day.

SUPPORTING DETAILS: The old man had heard it many times.
The old man knew it by heart.
Even the children who played nearby could sing it.

Another way of bringing out the main idea of a paragraph and of showing the supporting details is to draw the paragraph as a diagram.

A little bird sang his song day after day, after day.
The old man had heard it many times.
The old man knew it by heart.
Even the children who played nearby could sing it.

STAIR STEPS TO SUCCESS

OBJECTIVES:

Teacher: Through the process of outlining, the student will be able to pick out the main ideas of a paragraph and give the supporting details.

Student: Through the process of outlining, you will be able to pick out the main ideas of a paragraph and give the supporting details.

MATERIALS NEEDED:

Familiar story
Chalkboard
Chalk
Eraser

DIRECTIONS:

I. Have the group do a cooperative outline of a story they know fairly well and place it on the blackboard. For example, the story of Hansel and Gretel could start as follows:

1. The woodcutter's family
   a.
   b.
   c.
2. The stepmother's wish
   a.
   b.
3. Hansel's plan
4. Into the woods, etc.

When the plan has been completed one child may start telling the story, referring to the plan. He should stop the story at a desirable point and ask another child to take it up from there. Later, other children take up the parts of the story until it is finished. The outline may also be used as a guide in writing parts of the story to be fitted together and then read back to the rest of the group.

II. Making an outline. The child reads a selection. The teacher gives the child an outline for the paragraphs, supplying the main idea of each paragraph but merely indicating the number of supporting details that the child should find. Example:

MEN OF LONG AGO

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It is hard for us to picture the living conditions of the earliest men. These people wore little or no clothes. They had no real homes to shelter them. Their only weapons were their hands, with which they defended themselves from wild animals. They spoke no langauge and communicated with one another by gestures and signs.

The earliest men were hunters. They depended upon hunting and fishing for food. Wild plants also furnished part of their food supply. Their homes were rock shelters or rude bark huts. They were unable to tame or make friends with animals.

I. Earliest Man
   A.
   B.
   C.
   D.

II. Life of Hunters
   A.
   B.
   C.

III. Modified Outline

Instead of the usual topical outline, the children are given a modified form which consists of a horizontal line separated into sections by vertical lines at regular intervals. Initially the outline form is developed by the children under the teacher's guidance. A selection is read and main ideas are discussed. The outline is filled in by the teacher, who makes use of the children's ideas. When the children are familiar with this device, they are encouraged to work out individual outlines. Example:

THE POLAR BEAR

The polar bear lives far, far away in the north. His home is on the islands of the Arctic Ocean. The islands are covered with snow all the year. These islands are called the polar country.

Only animals that can stand the cold live in the far north. The polar bear is one of these animals. He has a thick coat of white fur to protect him from the cold. Even the soles of his feet are covered with thick, long hair.

The polar bear is a fine swimmer. He seems to be more at home in the water than on land. Using his paws as paddles, he is able to swim many miles out to sea. The bear is very playful in the water, too.

When the polar bear becomes hungry he hunts for food. He prowls about on the ice during the long winter nights looking for fish, seals, or walruses. If he sees a seal, he creeps up and kills it with a blow of his forepaw. The bear uses his sharp claws to catch fish.

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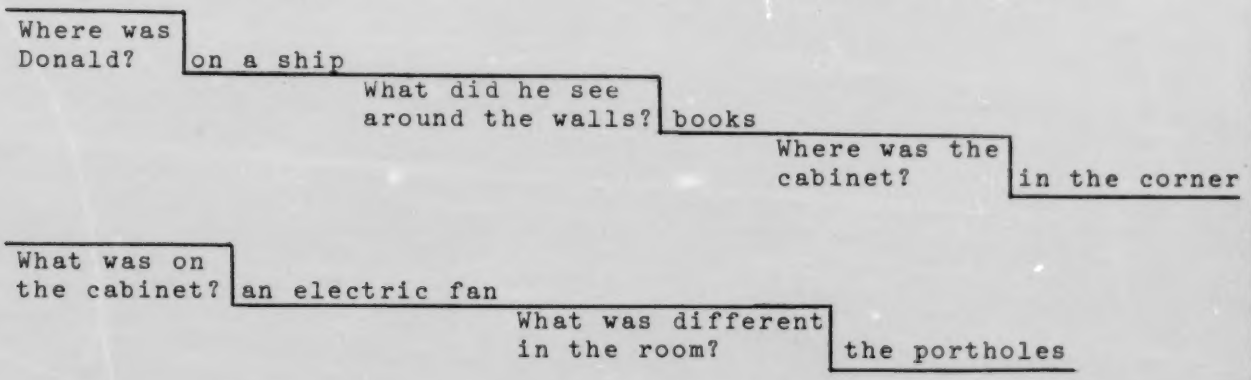
THE POLAR BEAR

Location	Fur
In far north	Very thick to keep out the cold
Where there is always snow	White as snow
Habits	**Food**
Fine swimmer	Found on ice
Paws as paddles	Fish, seals, walruses

IV. THE STAIRWAY

The teacher gives a selection to the children to read silently. She also gives them individual mimeographed sheets with diagrams, or a diagram may be drawn on the board. For example, the selection might read as follows:

> Donald was surprised to see such a large library on the ship. Rows and rows of beautifully colored books lined the walls of the room. In the center there were a few small reading tables. Each table had a lamp with a pale yellow shade. In one corner of the room stood a large cabinet. On top of the cabinet was an electric fan. The breeze of the fan blew against the lamp on a table near by.
>
> Only the windows were different. They were round and high up, and the glass was very thick. They were called portholes and had to be closed in case of a storm. The glass in the portholes was set in a thick metal ring about one inch wide. The metal ring was a guard for the glass and made opening and closing easy. It was easy because of the hinge at the side.



ANATOMY OF A GOOD BOOK

OBJECTIVES:

Teacher: The student will be able to analyze a book using the following types of questions.

Student: You will be able to analyze a book using the following types of questions.

MATERIALS NEEDED:

Books
List of questions

DIRECTIONS:

Read aloud to children every day. Talk about what you are reading. Especially talk about it with the children. Examples of questions to use:

1. Who is the story about?
2. What important things did he or she do?
3. What happened as a result?
4. What do you think he or she should have done?
5. What might have happened then?
6. How did the author begin the story and then develop it so that its parts fit together?
7. How does the author's choice and use of words help us to enjoy the story?
8. Do the illustrations that accompany the story help us to enjoy it? Do we always need pictures?
9. What kind of a story is it--mystery, adventure?
10. Why did the author write the story? What do you think he or she wanted to tell?

Ask the children to pick out the story's main characters and to take turns describing, in complete sentences, what each of them did and why.

Role-play or act out the characters.

Write the name of the main character on the chalkboard. Ask the children to describe, in complete sentences, what he or she did in a certain part of the story and write these in sequential order on the chalkboard.

Teacher center

TURN IT AROUND

OBJECTIVES:

Teacher: Using subheadings, the student will be able to turn these subheadings into questions and then read to find the answers.

Student: Using subheadings, you will be able to turn these subheadings into questions and then read to find the answers.

MATERIALS NEEDED:

Content area textbook

DIRECTIONS:

Many content readers have subheadings in dark print. Turn these subheadings into questions and then read specifically to answer those questions.

HEAD START

OBJECTIVES:

Teacher: The student will improve concentration and ability to locate the main idea in a selection.

Student: You will improve your ability to concentrate and to locate the main idea in a selection.

MATERIALS NEEDED:

Basal readers, Science or Social Studies textbooks

DIRECTIONS:

Before giving the children a reading assignment show them a list of true-false questions concerning the material on the reading assignment. Construct the questions so that they test for the main ideas of paragraphs from the reading material. This will give the students an idea of what they are expected to gather from the assignment and it will improve their ability to recognize main ideas in future reading. Make sure that students understand that the questions test for main ideas and not for details.

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WHAT'S IMPORTANT

OBJECTIVES:

Teacher: The student will be able to decide which details are important.

Student: You will be able to decide which details are important.

MATERIALS NEEDED:

Academically appropriate content reading

DIRECTIONS:

Discuss with the children the important details in several paragraphs. Children often focus on minor dates and details which are not really important. Perhaps the testing often used encourages this type of reading or lack of background experience. Help the child to find the main idea, then ask him to find significant details which describe or elaborate upon that idea.

Ask the children to write down all the details from a selection. Have them classify the details from their list, as (1) important, (2) helpful, but not essential, and (3) unnecessary.

Have the children then answer questions, or complete sentences that require a knowledge of the important details.

PROFESSOR READMORE

OBJECTIVES:

Teacher: The student will become more encouraged to read.

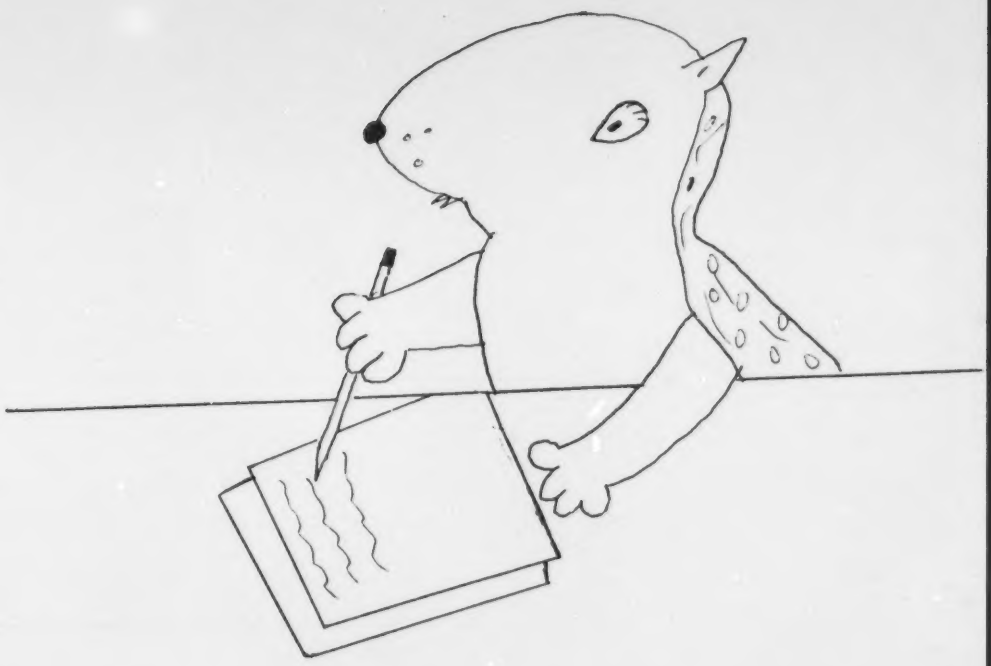
Student: You will become more eager to read.

MATERIALS NEEDED:

Books
Oaktag cards with title and chapter to be read

DIRECTIONS:

The student takes or is given a book card which contains the title of a book and the title of a chapter within that book. The child must turn to the table of contents to find the chapter, read the chapter and time himself, and answer two or three questions on the reverse side of the card after he finishes reading.



PENCIL

AND

PAPER

USING WHAT YOU HAVE

OBJECTIVES:

The student will be able to follow the directions on the worksheets to find the main idea.

MATERIALS NEEDED:

Worksheets from any no-longer used workbooks.

DIRECTIONS:

These can be torn out and reproduced or cut apart to be best utilized by the student and teacher.

WHAT DO YOU HEAR?

OBJECTIVES:

Teacher: After reading a paragraph, the student will be able to tell or write the things from the paragraph that can be heard.

Student: After reading a paragraph, you will be able to tell or write the things from the paragraph that can be heard.

MATERIALS NEEDED:

Paragraphs
Paper
Pencils

DIRECTIONS:

Read the paragraph.

> When the dog started barking, Old Rufe heaved himself up out of bed, springs squeaking and feet bumping as he felt on the cold floor for his boots. Finally giving up the search for his boots, Rufe pattered across the floor, stumbled over a chair, and grunting with displeasure, rattled at the catch on the door. As the door banged open in the howling wind, Rufe became aware of strange scratchings and scrapings coming from the tree that groaned in the wind beside the porch.

Make a list of all the things that can be heard that are described in the paragraph.

DRAW A MAIN IDEA

OBJECTIVES:

Teacher: The student will be able to draw the main idea of a paragraph or a story.

Student: You will be able to draw the main idea of a paragraph or a story.

MATERIALS NEEDED:

Academically appropriate reading material
Oaktag or 4 x 6 cards
Drawing materials

DIRECTIONS:

Read the paragraph. Have the student draw a picture of the main idea. These drawings, if they are accurate, can be saved and used as a matching game later on in the year.

DRAW A PARAGRAPH

OBJECTIVES:

Teacher: After reading a paragraph, the student will be able to draw a picture of what the paragraph is about.

Student: After reading a paragraph, you will be able to draw a picture of what the paragraph is about.

MATERIALS NEEDED:

Paragraphs
Drawing paper
Pencils and/or markers

DIRECTIONS:

Read the paragraph and draw a picture of what you have just read about. Example:

> As I came up the trail, I saw a log cabin, its walls chinked with mud. Two windows looked out at me from behind rough hewn shutters that swung in the wind. A wisp of smoke curled from the chimney and drifted across the tall evergreens that climbed the mountain behind the cabin. On the porch of the cabin sat a table and battered bench. A washtub hung on the wall next to the door and a brass lantern hung from one of the roof logs.

When you have finished drawing your picture without referring to the paragraph, compare the picture with the paragraph.

ANATOMY OF A PARAGRAPH

OBJECTIVES:

Teacher: The student will be able to analyze the structure and content of a short paragraph.

Student: You will be able to tell how a paragraph is set up and what it tells about.

MATERIALS NEEDED:

Worksheets, Guide sheets
Appropriate reading paragraphs
Oaktag
Felt tip pen

DIRECTIONS:

The teacher presents the paragraphs to be dissected and asks the student to read silently. The guide sheets are then filled out. Example:

1. Give the opening sentence.
2. Give the sentence (or sentences) that goes on with the story.
3. Give the closing sentence.
4. Give the main ideas in the first sentence.
5. Give the main ideas of the closing sentence.

WEEKLY READER DIAGNOSTIC TEST

OBJECTIVES:

Teacher: Given a series of short articles the student will be able to determine the best title.

Student: Given a series of short articles you will be able to determine the best title.

MATERIALS NEEDED:

Weekly Reader diagnostic tests for appropriate level
Oaktag
Worksheet

DIRECTIONS:

The teacher can use these simply as worksheet lessons or they can be retyped onto cards to be used in learning centers.

LINE IT

OBJECTIVES:

Teacher: The student will be able to underline the main idea in a paragraph.

Student: You will be able to underline the main idea in a paragraph.

MATERIALS NEEDED:

Academically appropriate material
Oaktag
Felt tip pen

DIRECTIONS:

Type paragraphs onto oaktag. Laminate for durability. Have the pupils underline the sentences in paragraphs that best represent the main idea. Make sure there is a best sentence, and also make sure the paragraph has a main idea.

MAIN IDEAS

OBJECTIVES:

Teacher: The student will be able to pick out the main ideas of a short paragraph.

Student: You will be able to pick out the main ideas of a short paragraph.

MATERIALS NEEDED:

Paragraphs (from Barnell Loft)

DIRECTIONS:

A short selection is assigned for silent reading. The teacher has compiled a list of phrases or short sentences, and the children choose those which contain the ideas in the selection. For example:

> The wounded cowboy could not move. He struggled for a short while and then lost consciousness. Peer, his dog, licked his face with his tongue. He tried to get the unconscious man to answer him, but the cowboy did not stir.
>
> Peer finally ran to the road and howled mournfully. Every once in a while he would trot back to the wounded man, trying to wake him.

The fallen cowboy	Peer, the dog
was seriously hurt	hurt the cowboy
had fallen asleep	tried to pick the cowboy from the ground
a faithful dog	never left his side
the dog howled for help	wanted to help

MAGAZINE MAKEUP

OBJECTIVES:

Teacher: The student will be able to identify and list the specific name and date of a magazine of his choice, and the name of an article he choose to read.

The student will summarize the article he reads by writing a short paragraph.

Student: You will be able to list the exact title and date of a magazine and of an article which you choose to read.

You will be able to write a short paragraph telling what the article was about.

MATERIALS NEEDED:

Magazines
Library
Pencil and paper
Guide sheet

DIRECTIONS:

Student: Get a magazine of interest to you. You need paper and pencil. Follow the directions on the guide sheet.

GUIDE SHEET

Procedure:

1. Go to the Library to check out a magazine of your choice.
2. Find an article that interests you.
3. Read it.
4. On your own paper record the following:

   Line 1 -- Your Name
   Line 2 -- Name of Magazine
   Line 3 -- Date of Magazine
   Line 4 -- Title of Article
   Line 5 -- On the following lines write at least one paragraph telling what the article is about.

INTERPRETATING AESOP FABLES

OBJECTIVES:

Teacher: The student will be able to compare the fables by answering the same questions for all the fables read.

Student: You will be able to compare the fables by answering the same questions for all the fables read.

MATERIALS NEEDED:

Worksheets
Aesop Fables

DIRECTIONS:

Read the Aesop Fables. Then answer the accompanying questions. Example of questions asked:

1. Who are the characters in each of the fables?
2. Where does each of the fables take place?
3. What is the conflict in each fable?
4. How is the conflict in each fable resolved?
5. What is the moral of each of the fables?

MOTHER GOOSE AND THE 5 W'S

OBJECTIVE:

Teacher: The student will be able to recall the 5 w's using Mother Goose rhymes.

Student: You will be able to recall the 5 w's using Mother Goose rhymes.

MATERIALS NEEDED:

List of W questions about Mother Goose rhymes
Pencil and paper

DIRECTIONS:

Draw a line from each question to the right answer.
Example:

WHO went up the hill to fetch a pail of water?
WHERE was Simple Simon going?
WHY should the rain, rain, go away?
WHEN did the birds begin to sing?
WHAT do we go around?
WHO laughed to see such sport?
WHERE was Little Boy Blue?
WHY did Georgie Porgie run away?
WHEN did the mouse run down the clock?
WHAT did Miss Muffet eat?

a) Mulberry Bush
b) When the pie was opened
c) Jack and Jill
d) Little Suzy wants to play
e) To the fair
f) One o'clock
g) Curds and whey
h) Girls came out to play
i) Little dog
j) Under the haystack

MOTHER GOOSE UPDATE

OBJECTIVES:

Teacher: The student will be able to recall which Mother Goose tale the modern day headline would go with.

Student: You will be able to recall which Mother Goose tale the modern day headline would go with.

MATERIALS NEEDED:

Modern day headline list
Mother Goose list
Paper and pencil

DIRECTIONS:

Have the student match the updated headline with the Mother Goose tale. The teacher may want to have a list of the Mother Goose titles to aid the student. This is also good dictionary skills practice.

VARIATION:

Have the students make up updated titles for old familiar stories.

NEW FOR OLD

OBJECTIVES:

Teacher: The student will be able to take familiar stories and books and retitle them showing he/she understands main idea.

Student: You will be able to take familiar stories and books and retitle them showing you understand the main idea.

MATERIALS NEEDED:

Lists of familiar stories and books
Paper and pencil

DIRECTIONS:

Have the student make a list of favorite stories and books. After he has completed his/her list have him write a different title for the selection.

MEANING CHECK

OBJECTIVES:

Teacher: The student will be able to choose the two sentences from a list of three which have the same meaning.

Student: You will be able to choose the two sentences from a list of three which have the same meaning.

MATERIALS NEEDED:

Lists of sentences/paragraphs

DIRECTIONS:

Use the same meaning in sentences but use a different sentence structure. Formulate three sentences in a group. Two of the sentences will mean the same but the third sentence, although it will have many of the same words, will have a different meaning. Example:

Bill had a big, blue balloon in each hand.
Bill had a big balloon that was blue in each of his hands.
Bill had a big, blue balloon in his right hand.

VARIATION:

Another way to check reading for meaning would be to formulate a number of alternative sentences that retain the same meaning as the original sentence. You then delete several key words in the alternative sentences which the student is to fill in. Example:

Mr. Drake shoved the raft out into the river while holding tightly on to one corner of it.

The _____ was shoved out into the river by _____ while he was holding rightly onto one corner of it.

THE SURPRISE BOX

OBJECTIVES:

Teacher: The student will be able to write clues about an object within the surprise box, saving the most obvious clue until last.

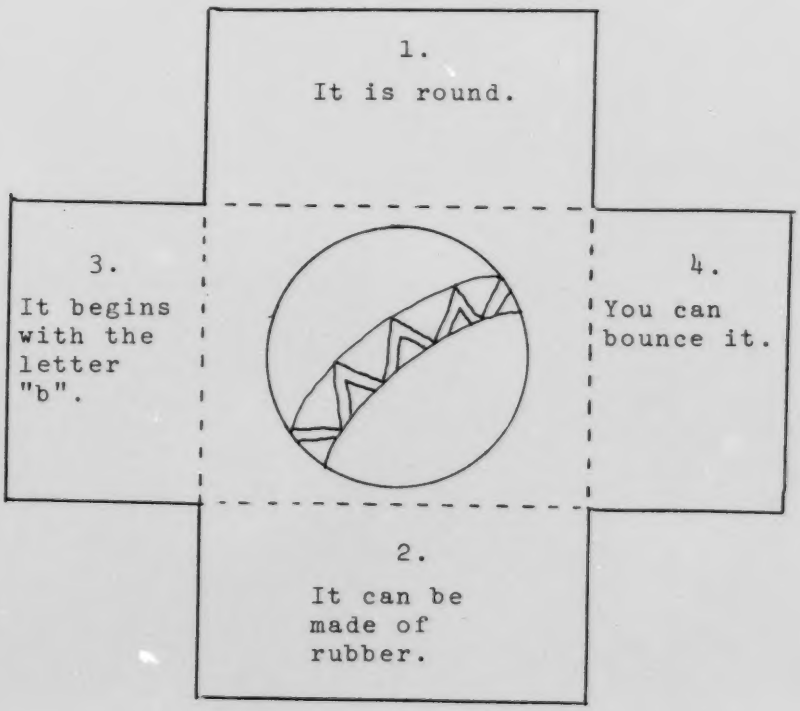
Student: You will be able to write clues about an object within the surprise box, saving the most obvious clue until last.

MATERIALS NEEDED:

Oaktag
Felt marker
Small objects
Ditto Master
Scissors

DIRECTIONS:

Make a pattern using the pattern below on a ditto master. Have the children think up four clues about their object. Number and write them, one on each side of the box, leaving the most obvious one until last.



WRITE A RAINBOW!

OBJECTIVES:

Teacher: The student will be able to write about or tell about things that are a particular color after listening to a paragraph.

Student: You will be able to write or tell about things that are a particular color after listening to a paragraph.

MATERIALS NEEDED:

Color paragraph
Paper and pencil

DIRECTIONS:

Have the children listen as you read the following paragraph for the color they hear about.

> The yellow bird sat in the warm sunlight beside the bananas and the sunflowers. Yellow butterflies flew among the dandelions and a yellow caterpillar climbed slowly up the stem of a yellow daffodil.

Discuss the color heard and have the students tell about or write about things of a particular color interesting to them.

CAN YOU GET THE IDEA?

OBJECTIVES:

Teacher: The student will be able to choose the correct title, main idea, and inconsistent sentence in a paragraph.

Student: You will be able to choose the correct title, main idea, and inconsistent sentence in a paragraph.

MATERIALS NEEDED:

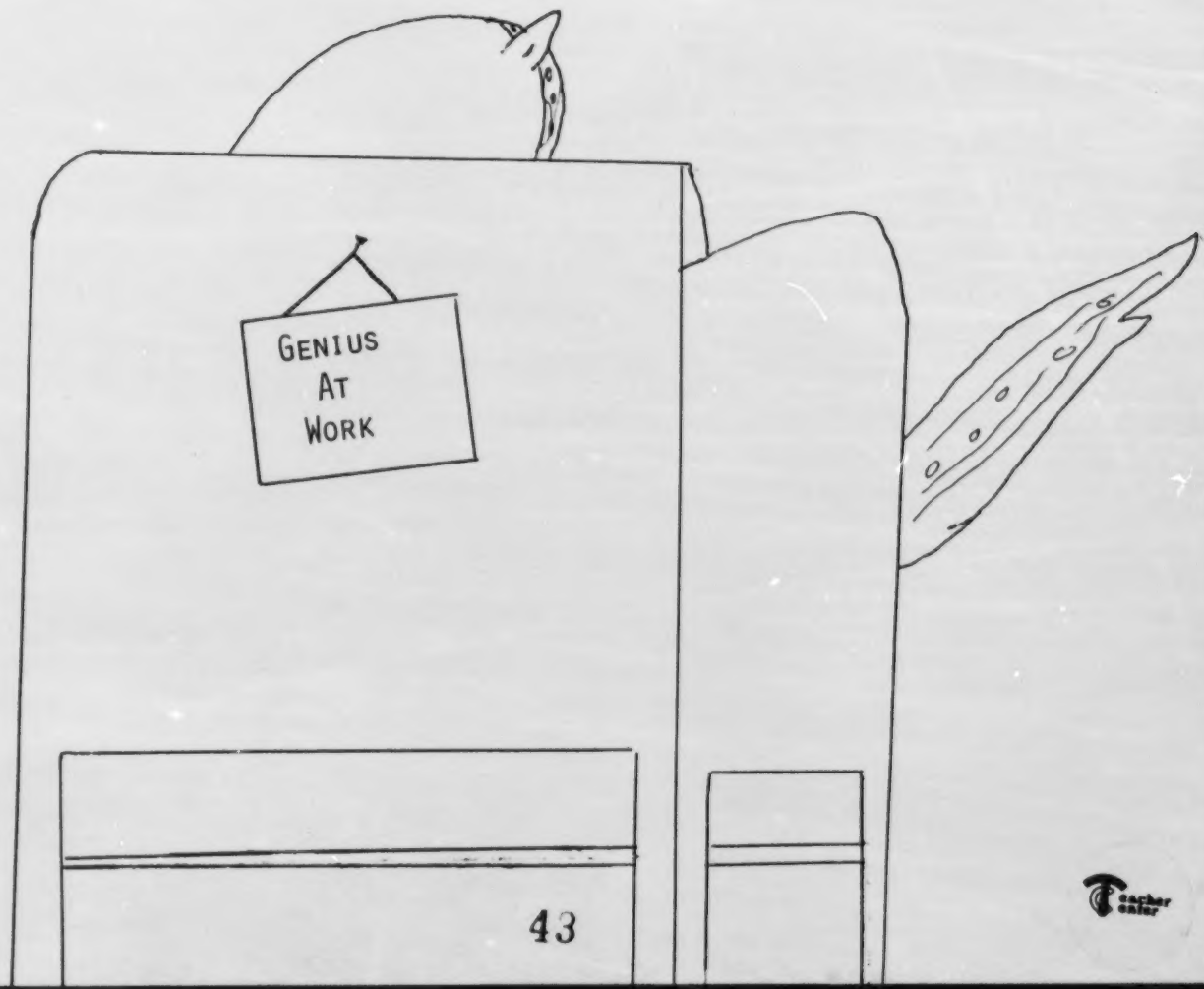
"Can You Get the Idea?" Making Kids Click, pp. 88-94, Goodyear Publishing Company, Inc.

DIRECTIONS:

Have copies made of each of the above pages for each student. The student should read and follow the directions.

Teacher color

LEARNING CENTER



CLIP IT RIGHT

OBJECTIVES:

Teacher: The child will be able to look at the picture and choose one of three sentences that best describes the picture.

Student: You will be able to look at the picture and choose one of three sentences that best describes the picture.

MATERIALS NEEDED:

Oaktag
Pictures
Glue
Felt tip pen
Clothespins
Pencil and paper for the child

DIRECTIONS:

Glue the pictures onto oaktag and write three sentences about the picture underneath, making one the main idea of the picture.

Have the child look at the picture. Read the sentences below it. Clip the clothespin on the sentence that best tells about the picture. On the back of the oaktag, you can mark the correct answer for easy correction. Have the student write a short story about one of the pictures.

1. The day was just right for a picnic.
2. The rain clouds came up fast.
3. We went to the farm.

STRING ALONG

OBJECTIVES:

Teacher: The student will be able to match the detail question phrases by placing colored yarn in proper slot.

Student: You will be able to match the detail question phrases by placing colored yarn in the proper slot.

MATERIALS NEEDED:

Oaktag or poster board
Elmer's glue
Scissors
Assorted colored yarn
Markers

DIRECTIONS:

Cut out two pieces of oaktag (the one used for the back piece may be cut 1" larger on both the width and length to create a bordered effect.) Glue two pieces together using Elmer's glue. Different colors of construction paper may be used for WHO?, WHAT?, WHEN?, WHERE?, HOW?, and WHY? and the colors of yarn should correlate to question color. Print all the information on the poster board with a marker and have the whole thing laminated.

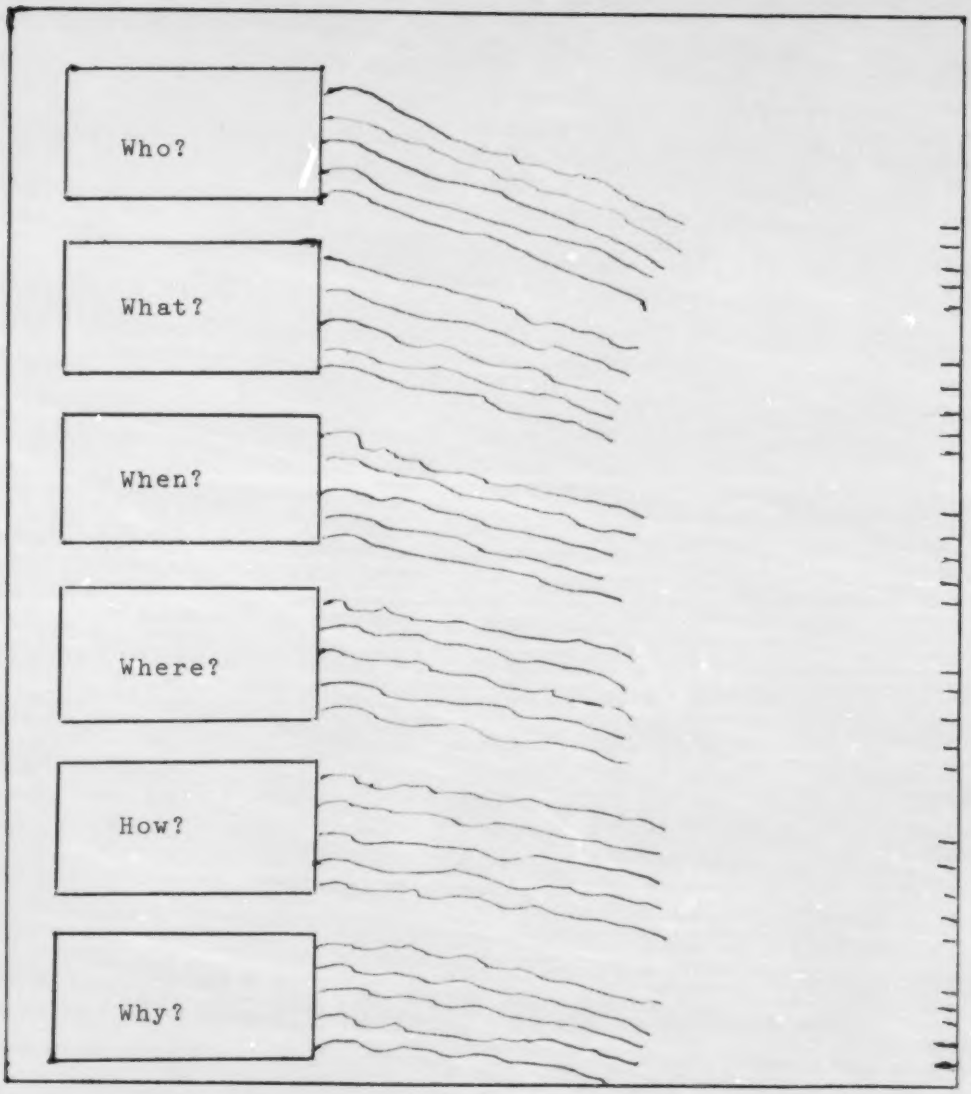
Using a scissors, slit areas beside each answer so the yarn can be inserted to answer the questions.

Thread a yarn needle and knot end of yarn. Bring the yarn through the board from the back side, clip the yarn at a 12-14" length and knot to prevent raveling.

Make this self-checking by inserting all the yarns into the correct positions, turn the board over, and use markers or crayons to mark the correct colors for answers.

Student: The student inserts the yarn answers into the correct slits or holes and checks his work by turning the board over and matching yarn color to marker color.

Teacher Color


Who?
What?
When?
Where?
How?
Why?

PEEK-A-BOO POCKETS

OBJECTIVES:

Teacher: The student will be able to match the correct supporting detail question words with appropriate phrases or words.

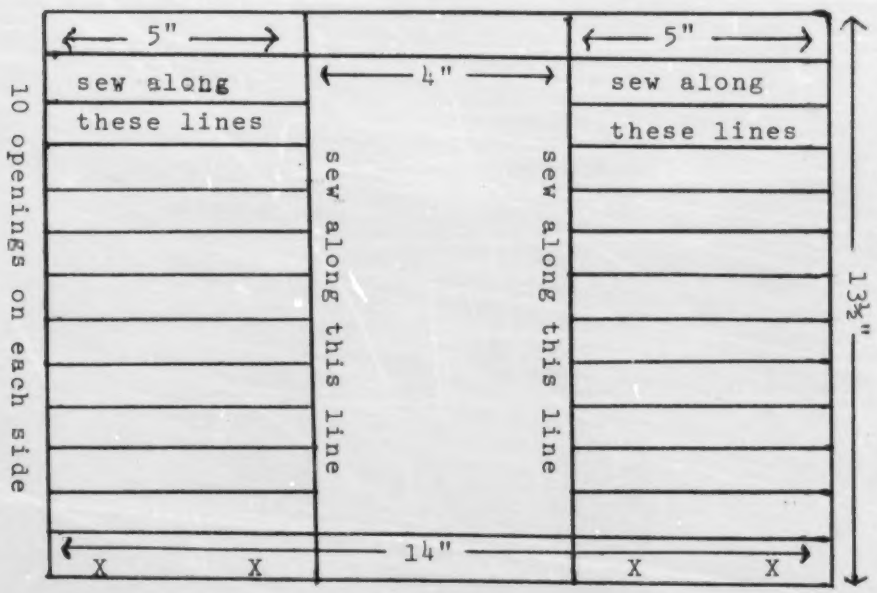
Student: You will be able to match the correct supporting detail question words with appropriate phrases or words.

MATERIALS NEEDED:

Clear plastic sheet measuring 14" by 27"
Bias tape to sew around all the edges of the plastic
Tongue depressors
Ruler

DIRECTIONS:

Sew bias tape around all the edges of the plastic. Then fold the plastic in half to measure 13½" by 14". Follow the directions on the illustration.



Student: The student will insert the tongue depressors into the pockets left across from the phrases. The tongue depressors will have the words When?, How?, Who?, Why?, What?, and Where? written on them. The slides will have the appropriate phrases written on them.

SCRAMBLED PHRASES

OBJECTIVES:

Teacher: The student will be able to organize scrambled word phrases into a sensible sentence.

Student: You will be able to organize scrambled word phrases into a sensible sentence.

MATERIALS NEEDED:

Oaktag
Felt tip pen or typewriter
Sentences to be scrambled

DIRECTIONS:

Write sentences onto oaktag and have them laminated for durability. Cut them apart using various shapes for self-checking. Have the students put together the phrases to make sensible sentences. Examples:

Miss Fine	her doorbell rang	thought
Bob and Pete	come near the door	saw no one
Bob	his neighbor's puppy	wanted to feed

BUILDING BLOCKS FOR SENTENCES

OBJECTIVES:

Teacher: The child will be able to use phrase cards containing subjects, verbs, and modifiers to construct nonsense sentences which are structurally correct.

Student: You will be able to make a nonsense sentence and make a picture of it.

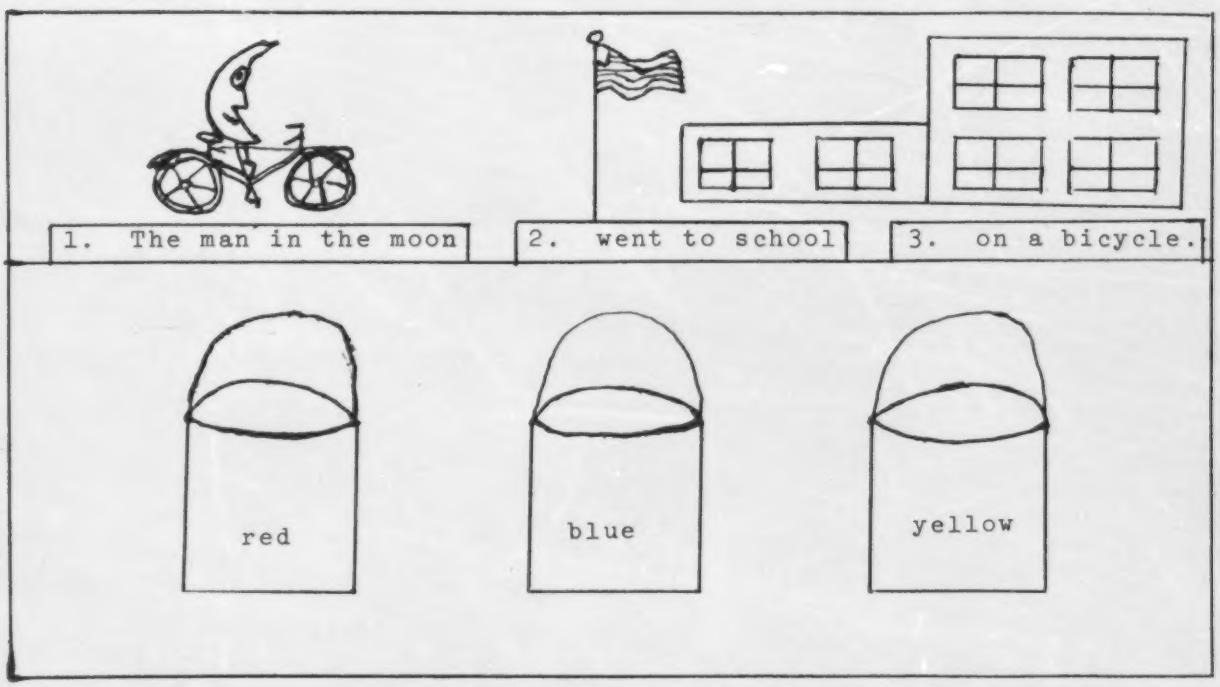
MATERIALS NEEDED:

Containers for phrase cards	Construction paper
Oaktag	Drawing paper
Phrases for each container	Felt tip pen

DIRECTIONS:

Color each container a different color and type the phrases on the corresponding color of construction paper.

Student: Choose a paper from each container. You should have one paper from each color. Place them across the bottom of a piece of drawing paper, pasting the paper from carton number 1 first, the paper from carton number 2 second, and the paper from carton 3 third. Now read the silly sentence you have made and illustrate it.



RIDDLES

OBJECTIVES:

Teacher: The student will be able to comprehend descriptive details.

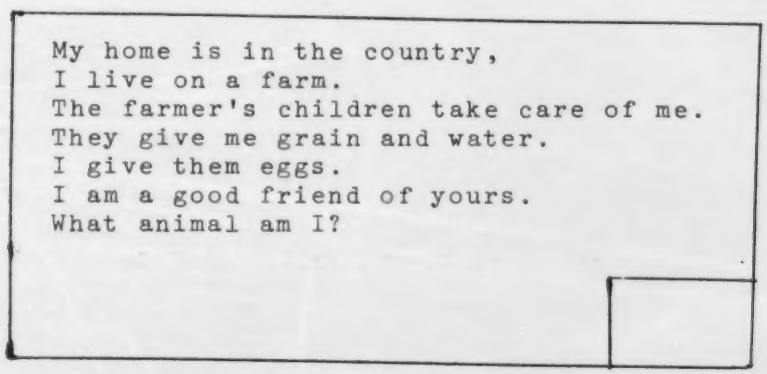
Student: You will be able to comprehend descriptive details.

MATERIALS NEEDED:

Oaktag

DIRECTIONS:

Write a series of short stories describing a particular object or animal. Have the children read the story and decide what the object or animal is. In the bottom corner, under a flap of paper, place the correct answer. The children may check their answers after they have made their decision. Example:


My home is in the country,
I live on a farm.
The farmer's children take care of me.
They give me grain and water.
I give them eggs.
I am a good friend of yours.
What animal am I?

BE A WIZARD OF READING.

OBJECTIVES:

Teacher: The child will recognize the main idea of the riddle and answer the who and what questions.

Student: You will read a riddle and match it with the story character it tells about. Match what the characters got in OZ.

MATERIALS NEEDED:

Oaktag
What characters got
Laminating paper
Pipe cleaners

DIRECTIONS:

Use Wizard of Oz characters or another familiar story character and make up riddles about them. Make your design to match the book you want to use.

Have the students read the story or book OR you read it to them. They could make up the riddles to go into the game. Examples:

1. There once was a clanking, funny man.
   When he was oiled, then he ran.
   But his wish from the start
   Was for a big red _____.

Riddle 1

Riddle 2

Riddle 3

Who am I?
1.
2.
3.

What did I get?
1.
2.
3.

MRS. LONGBIRD AND MRS. RABBIT

OBJECTIVES:

Teacher: The student will be able to identify the sentence that gives the main idea of the paragraph.

Student: You will be able to choose the sentence that tells what the paragraph is all about.

MATERIALS NEEDED:

Oaktag chart
Magnetic tape
Oaktag sentence strips (with pieces of magnetic tape on back)
Glue

DIRECTIONS:

Write the story on a piece of oaktag leaving room between each paragraph for a sentence strip to which two pieces of magnetic tape have been applied. Also glue two pieces of magnetic tape in the area under each paragraph. Example:

> Mrs. Rabbit was pleased when Mrs. Longbird asked her to dinner. But she wished that her friend would not give her garden greens to eat. She had them day after day.

magnetic tape

magnetic tape

CHOOSY PEOPLE

OBJECTIVES:

Teacher: Given several related sentences the student will be able to choose the one which tells about all of the others.

Student: Given several related sentences you will be able to choose the one which tells about all of the others.

MATERIALS NEEDED:

Oaktag
Paragraphs cut into sentences
Envelopes in which to keep each paragraph

DIRECTIONS:

Type the sentences on oaktag to be laminated and then cut into strips. Place the strips for each paragraph into separate envelopes. The children are to decide which sentence tells about all the others. Place this sentence at the top of the desk. Since the paragraphs are cut into sentences, the order does not make any difference after the main idea has been found. Examples:

Debbie got her pink dress out of the closet and put it on. She splashed on some perfume. Then, with a pretty smile, she started down the stairs. She wanted to look her very best for the guests.

The children were playing many games at school. John and Jim were playing catch. Susan, Mary, and Joan were busy jumping rope. Bill and Joe were playing hide-and-seek. Other children were playing baseball.

PORTABLE BULLETIN BOARD

OBJECTIVES:

Teacher: Given a paragraph and three choices the child will be able to match the main idea with the correct paragraph.

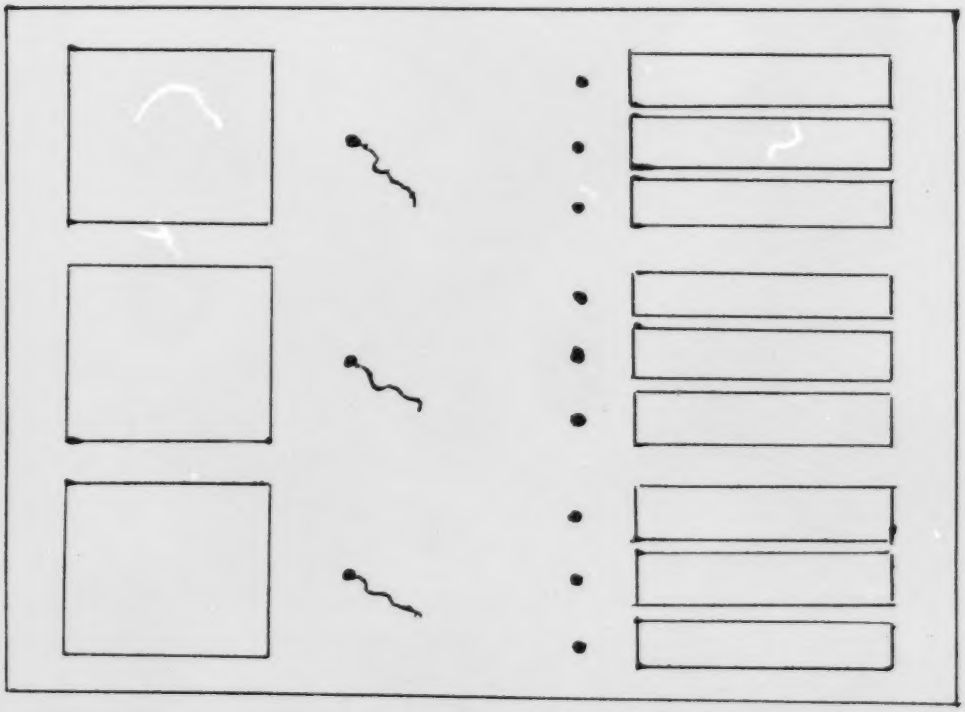
Student: You will be able to match the main idea from the right side to the correct paragraph.

MATERIALS NEEDED:

Large box or board
Flannel
5 x 8 Cards
Strips of Oaktag or card
Brass fasteners
Yarn

DIRECTIONS:

Cover the large box or board with the flannel. Type paragraphs onto 5 x 8 cards and the three choices onto strips of oaktag or card. Attach cards and strips to bulletin board with the yarn attached beside the paragraph cards and the brass fasteners beside the strips. The yarn should be long enough to reach the correct choice. A good source of paragraphs is Getting the Main Idea by Barnell Loft. These may be changed periodically. Example:



THE INSIDE STORY

OBJECTIVES:

Teacher: The student will be able to match the sentences with the inside story or paragraph.

Student: You will be able to match the sentences with the inside story or paragraph.

MATERIALS NEEDED:

Manilla folder or oaktag
Envelope
Story

DIRECTIONS:

Write the story on the inside of the manilla folder or on one side of a piece of oaktag. Attach an envelope to the back side. Write several sentences and put them into the envelope. Only one will tell about the paragraph or story. These can be numbered to be self checking.

DOT SPOT

OBJECTIVES:

Teacher: The student will be able to match the main idea of a paragraph with the correct paragraph.

Student: You will be able to match the main idea of a paragraph with the correct paragraph by matching holes with dots.

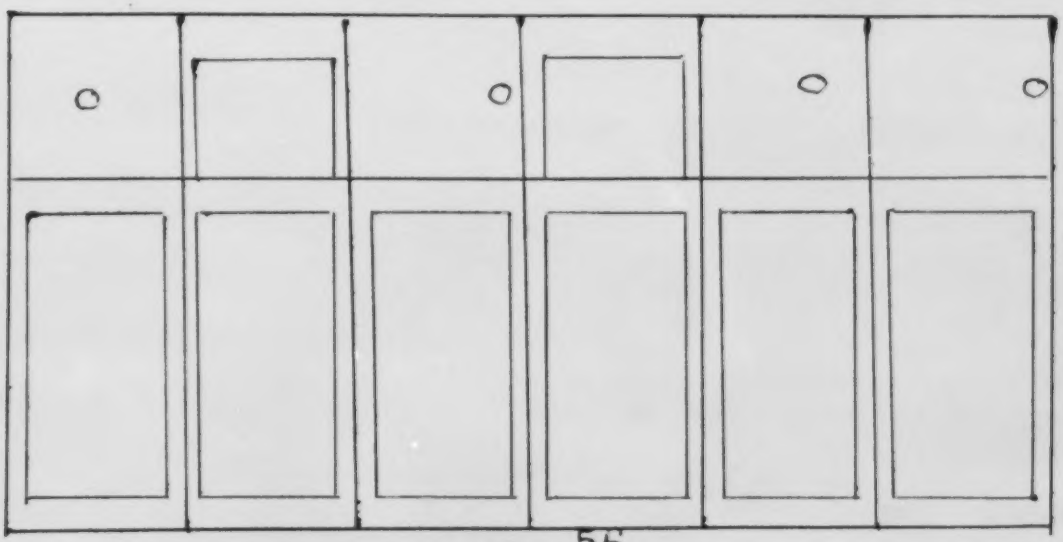
MATERIALS NEEDED:

12 x 18" oaktag or index paper
Oaktag for playing answer cards
Staples, glue or brass fasteners
Hole punch
Markers

DIRECTIONS:

Fold the oaktag to create a pocket folder measuring about 7½" x 18". Print desired "quiz items" on front of each pocket section. Laminate both sides; use a razor blade to slit open pocket tops. Use brass fasteners or stapler to separate pockets. Punch holes in areas above each of the pockets making sure that the holes are placed in a different location for each section, for self correction. Cut a set of answer cards which are ½ to ¼" smaller in width than the pockets, so that they can be easily inserted, but 2 to 4" longer than the depth of the pocket. Insert answer cards into pockets and print the main idea of the paragraph onto the answer card. Turn folder over and mark the area of the answer card that shows through the dot with a red marker.

The student will match the cards with the paragraphs and be able to correct his work by turning the folder over and seeing if the red dots show through the holes.



MAIN IDEA FLIPS

OBJECTIVES:

Teacher: The student will be able to match the paragraph with its main idea.

Student: You will be able to match the paragraph with its main idea.

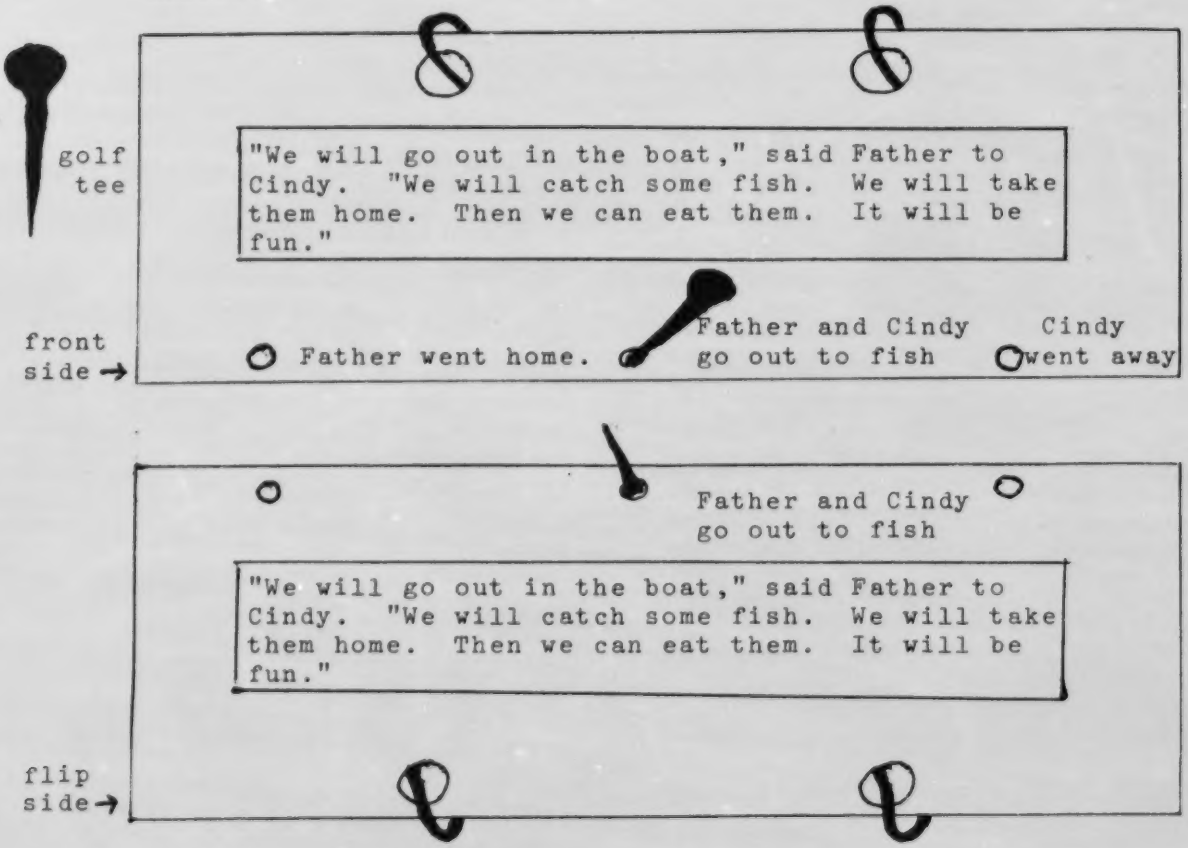
MATERIALS NEEDED:

Spiral 3 x 5" cards or 4 x 6" cards
Markers
Golf tee
Paper punch

DIRECTIONS:

Print the paragraph on the front and back of each card as shown. Provide three possible answers on the front sides, but show only the correct answer on the back. Punch holes by the possible answers.

The student works alone by selecting his answer, inserting the golf tee and flipping to the back side to check his answer.


golf tee
"We will go out in the boat," said Father to Cindy. "We will catch some fish. We will take them home. Then we can eat them. It will be fun."
front side →
Father went home.
Father and Cindy go out to fish
Cindy went away
Father and Cindy go out to fish
"We will go out in the boat," said Father to Cindy. "We will catch some fish. We will take them home. Then we can eat them. It will be fun."
flip side →

PLEASE HELP BATMAN

OBJECTIVES:

Teacher: The child will be able to find the main idea of the story and locate the irrelevant sentence.

Student: You will be able to find the sentence that doesn't belong in the story.

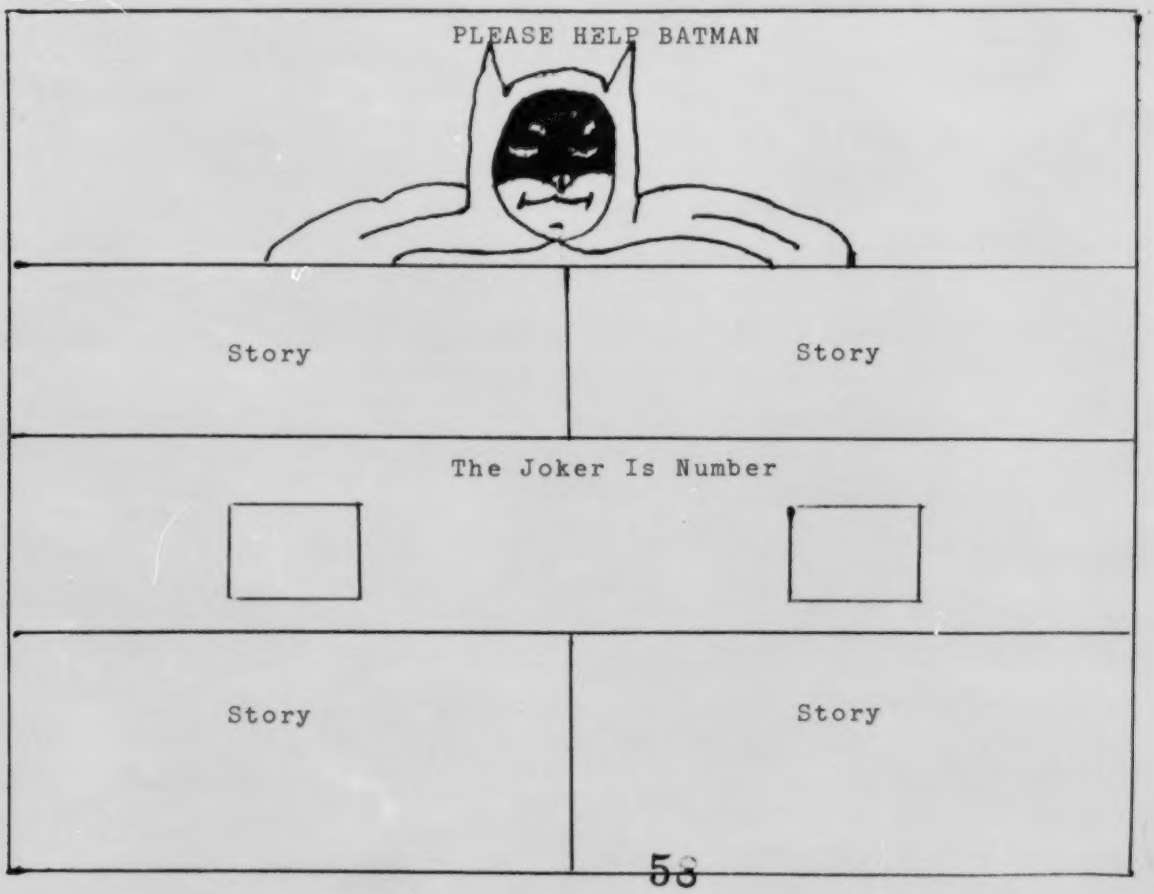
MATERIALS NEEDED:

Construction paper	Laminating paper
Oaktag	Crayon or marking pen

DIRECTIONS:

The sentence pages can be changed often if put on with masking tape. In this way maximum use could be made of the station. It could be made of the station. It could be self-checking with a card listing the numbers.

Student: Help Batman find the Joker in each story. The Joker will be the sentence that doesn't belong with the others. Write the number of that sentence near the picture of the Joker.



MORE AND MORE MAIN IDEA

OBJECTIVES:

Teacher: Given a story at the appropriate reading level, the student can answer questions about the material.

Student: You will answer the questions on each card.

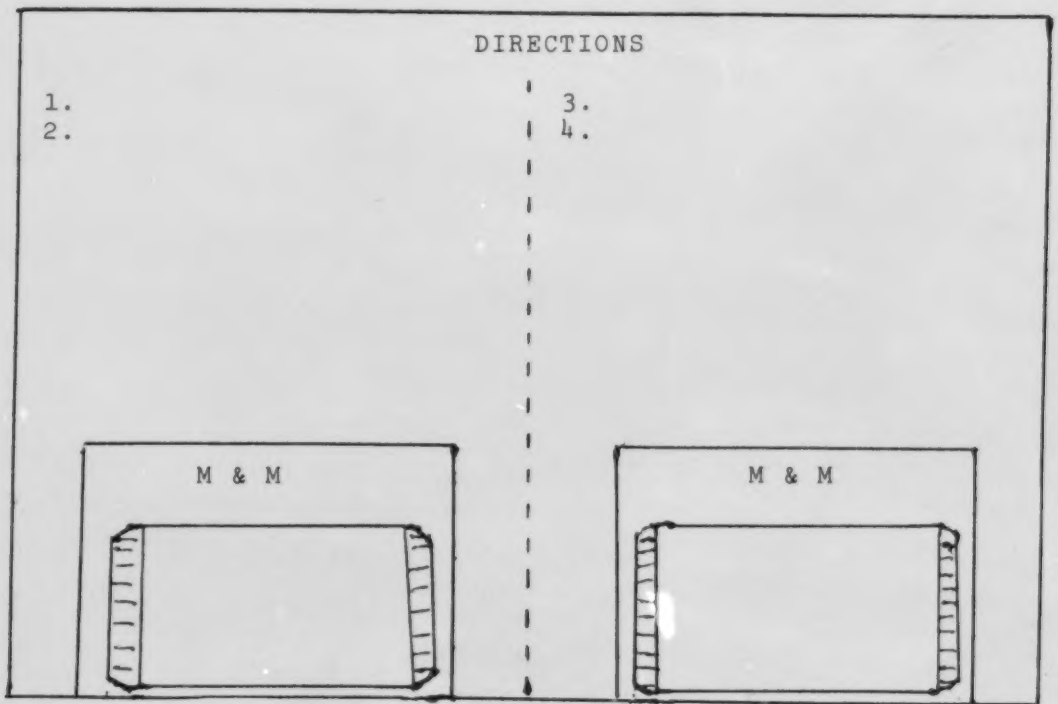
MATERIALS NEEDED:

Package of M & M's
Colored construction paper
Stories with questions
Manila Folder with pockets
Oaktag
Markers
Key chain or 1" key ring

DIRECTIONS:

Type stories on half-sheet of construction paper with questions on the back. Be sure to number each story. Type answers on the same color as story for easy checking--type in the shape of a candy M & M. Put hole reenforcements on the answer circles and have the story cards and answer cards laminated. Glue an M & M package to each pocket of the folder and write directions at the top of the folder, after which it can be laminated for durability. After punching holes in the answer cards, string them on the key chain.

Student: Pull out a card. Read the story. When you're done reading, answer the questions on the back. Write your answers on paper. Check your answers using the chain of M & M's answer card.



ENCYCLOPEDIA BROWN

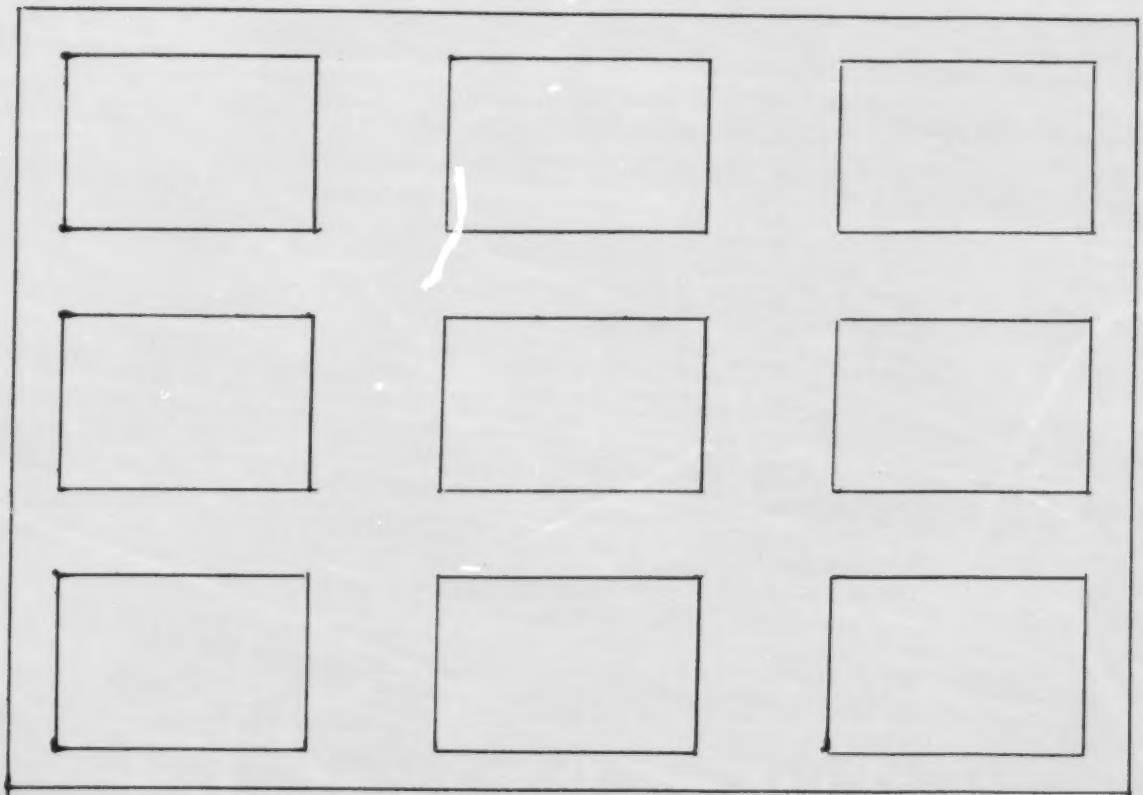
OBJECTIVES:

Teacher: The child will be able to solve the mystery after reading the episode and answering the questions.

Student: You will be able to solve the mystery.

MATERIALS NEEDED:

Encyclopedia Brown comic strips
Oaktag and/or manilla folders
Felt tip pen



1.

2.

3.

4.

AESOP FABLES

OBJECTIVES:

Teacher: The student will be able to determine the best title for the fable after reading.

Student: You will be able to determine the best title for the fable after reading it.

MATERIALS NEEDED:

Several Aesop Fables
Felt tip marker or typewriter
Manila Folders and/or oaktag

DIRECTIONS:

The fables can be written on the inside of a manila folder with the questions below or inside an envelope on oaktag strips. Example:

THE LITTLE FOX

The old red fox and her little one hid in her den.

"The men are out hunting," said the old fox. "They have guns that can kill us. They have big hunting dogs that can track us down. We will sit here in our den, and they will not see us."

"We are so little," said the little fox. "It is good to be big. Then you do not have to run away."

A big stag came walking past the den.

"See," said the little fox. "Look at the stag. He is big and grand. He can stamp down the hunting dogs. He can kick the traps over. I do not like to be little."

Crack! Crack!

"What was that?" asked the little fox. "The guns, said the old fox. "Now look at the big stag."

The big stag came running back. He stopped, jumped up, and then fell. Big red drops ran down his neck.

"The dogs will find him," said the old fox. "He was big and you are small, but he does not live now. You can still run and play. Be glad you are what you are."

1. The old fox and her little one were __hiding__.
2. The little fox thought it would be better if he were __bigger__.
3. The men were hunting with __guns__.
4. A big __stag__ came walking by.
5. After the shot, what was running down the stag's neck? __blood__
6. Be __glad__ that you are what you are.

Which of the following best tells about the story?

1. Be glad you are what you are.
2. All animals are hunted.
3. Big animals are safer than little ones.

Teacher color

YES, IT HAPPENED, NO, IT DIDN'T

OBJECTIVES:

Teacher: The student will be able to answer yes and no questions about what happened in a short story.

Student: You will be able to answer yes and no questions about what happened in a short story.

MATERIALS NEEDED:

Appropriate reading material
Oaktag

DIRECTIONS:

Write the short story on pieces of oaktag and laminate. Have the student read the story and answer the questions with yes or no at the end of the story. The correct answers may be placed on the back for self correcting. Example:

ON THE TRAIN

When they reached the station, they went to the ticket window. Mother bought one ticket for herself and two half-fare tickets. The half-fare tickets were for Dick and Nancy. Their places were on car 20. The number of their seat was 6.

The train came down the tracks and stopped at the station. Mother and the children got on the train and found their seats. The porter carried their bags for them. Dick sat by one window and Mother and Nancy sat by the other. Soon the train pulled out of the station. It was fun to sit by the windows and look out. They saw some children playing in a park. Not long after that they went through a busy town. Sometimes they stopped at a station and people got off or on the train.

When the children were tired looking out of the window they played a game. Then mother said that she had a surprise for them. She gave them each a package. Inside each package they found a box of crayons and a drawing book. Nancy and Dick had a good time coloring the pictures.

PUT YES OR NO AFTER EACH SENTENCE.

Mother bought the tickets. _____
They had a seat in car 12. _____
The porter carried their bags. _____
Mother sat beside Dick. _____
The train went through towns. _____
Mother had a surprise for them. _____
They found dolls in the package. _____
They colored the pictures in the book. _____

A NOSE FOR NEWS

OBJECTIVES:

Teacher: The student will be able to match the headlines with the correct newspaper article.

Student: You will be able to match the headline with the correct newspaper article.

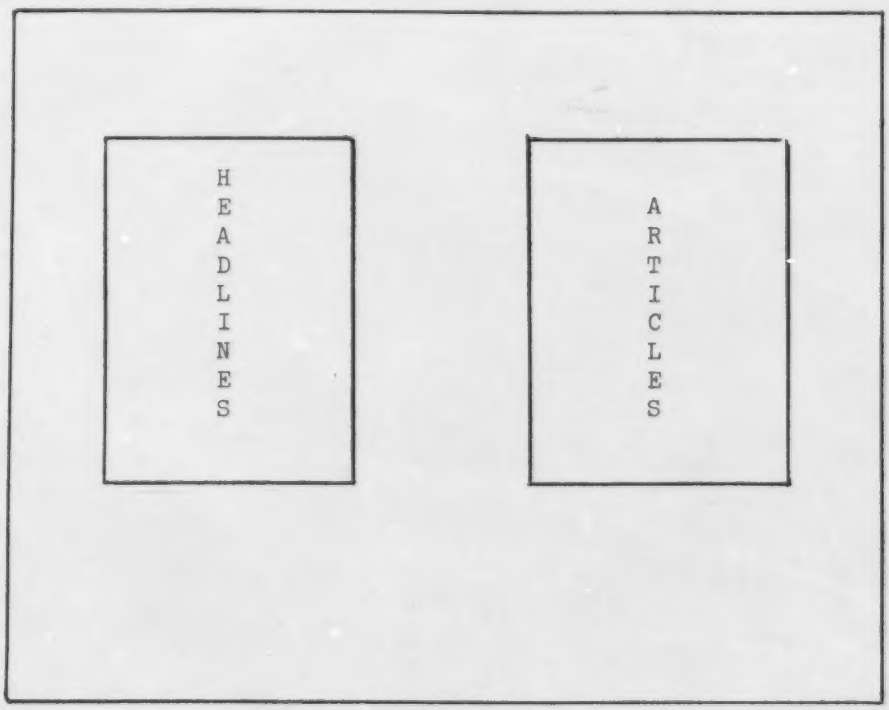
MATERIALS NEEDED:

Manila folder or oaktag
Newspaper clippings
Envelopes

DIRECTIONS:

Inside a manila folder put an envelope on each side. On one side, have headlines. On the other side have corresponding articles. Children match them with the corresponding article. These can be self-checking by cutting apart the headline and the article in various forms.

The cover could be covered with a collage of newspaper headlines and clippings and the title cut from red construction paper.



GAMES

DEALING WITH DETAILS

OBJECTIVES:

Teacher: The student will be able to deal the detail cards into the right category.

Student: You will be able to deal the detail cards into the right category.

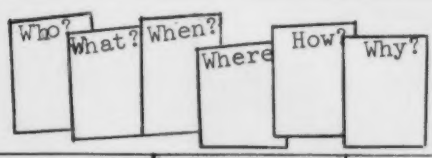
MATERIALS NEEDED:

22 x 28" piece of poster board
30 - 2½ x 4" oaktag cards
Markers

DIRECTIONS:

Illustrate the game board as shown below. This game is intended to summarize the major actions which took place in a specific story or book. Select the main characters and tell what each did as related to each detail question on the playing cards.

A student can play alone or the game can be played in a group.



DEALING WITH DETAILS

WHO?	WHAT?	WHEN?	WHERE?	HOW?	WHY?

DETAIL DETECTIVE

OBJECTIVES:

Teacher: The student will be able to answer correctly the question detail rolled on a die using prepared sentence cards.

Student: You will be able to answer correctly the question detail rolled on a die using prepared sentence cards.

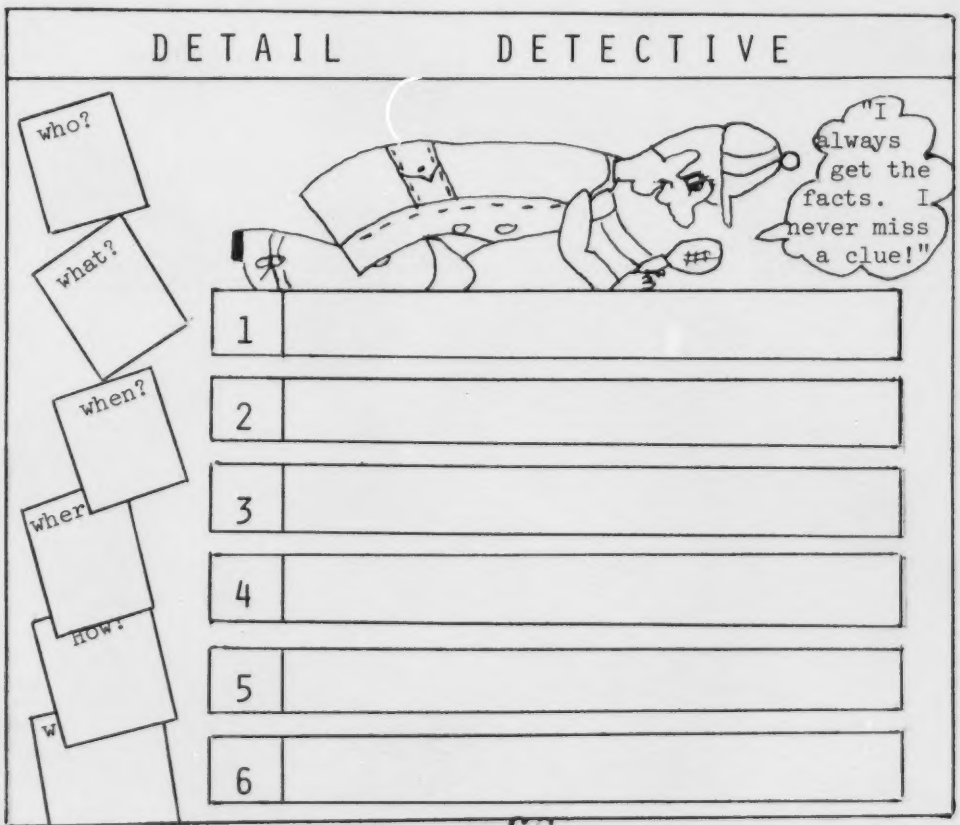
MATERIALS NEEDED:

22 x 28" poster board — 2 dice
30 - 2 x 12" oaktag or poster board cards

DIRECTIONS:

Illustrate the playing board as shown below. Make two dice, one with the numbers 1-6 and the other giving the six detail questions: Who? What? When? Where? How? and Why?. Using sentences which answer the six detail questions print one sentence on each card. Make the game self-correcting by giving the answer to each question on the back of each card.

To begin play, place five cards sentence-side-up on each of the six sentence spaces indicated on the playing board. Each player in turn tosses both dice: Supposing a player tosses the 4 and Who?, he picks up card number 4, reads the sentence aloud, and answers the question Who? By turning the card over, he checks his response. If he was correct, he scores 4 points (the number which corresponds to the die and numbered card drawn).



COMPREHENSION CONCENTRATION

OBJECTIVES:

Teacher: The student will be able to draw the card which answers the question indicated on the die.

Student: You will be able to draw the card which answers the question indicated on the die.

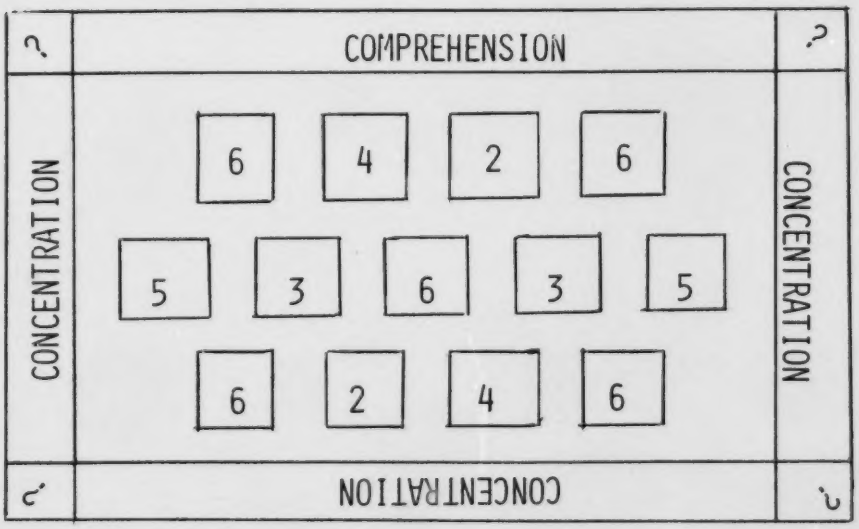
MATERIALS NEEDED:

18 x 24" poster board
9 x 12" poster board (for a 3" die)
30 - 3 x 3" poster board playing cards (oaktag)

DIRECTIONS:

Make the game board as illustrated below. Illustrate the die and have the piece of poster board or oaktag laminated for durability. Print five answer cards for each detail question.

Cards are placed face-down on each number square on the board. In turn, players toss the die and attempt to draw the card which answers the question indicated on the die. If the answer is correct, the player scores the number of points indicated on the square.



DETAILING DOMINOES

OBJECTIVES:

Teacher: The student will be able to match prepared detail dominoes with detail question.

Student: You will be able to match prepared detail dominoes with proper detail question.

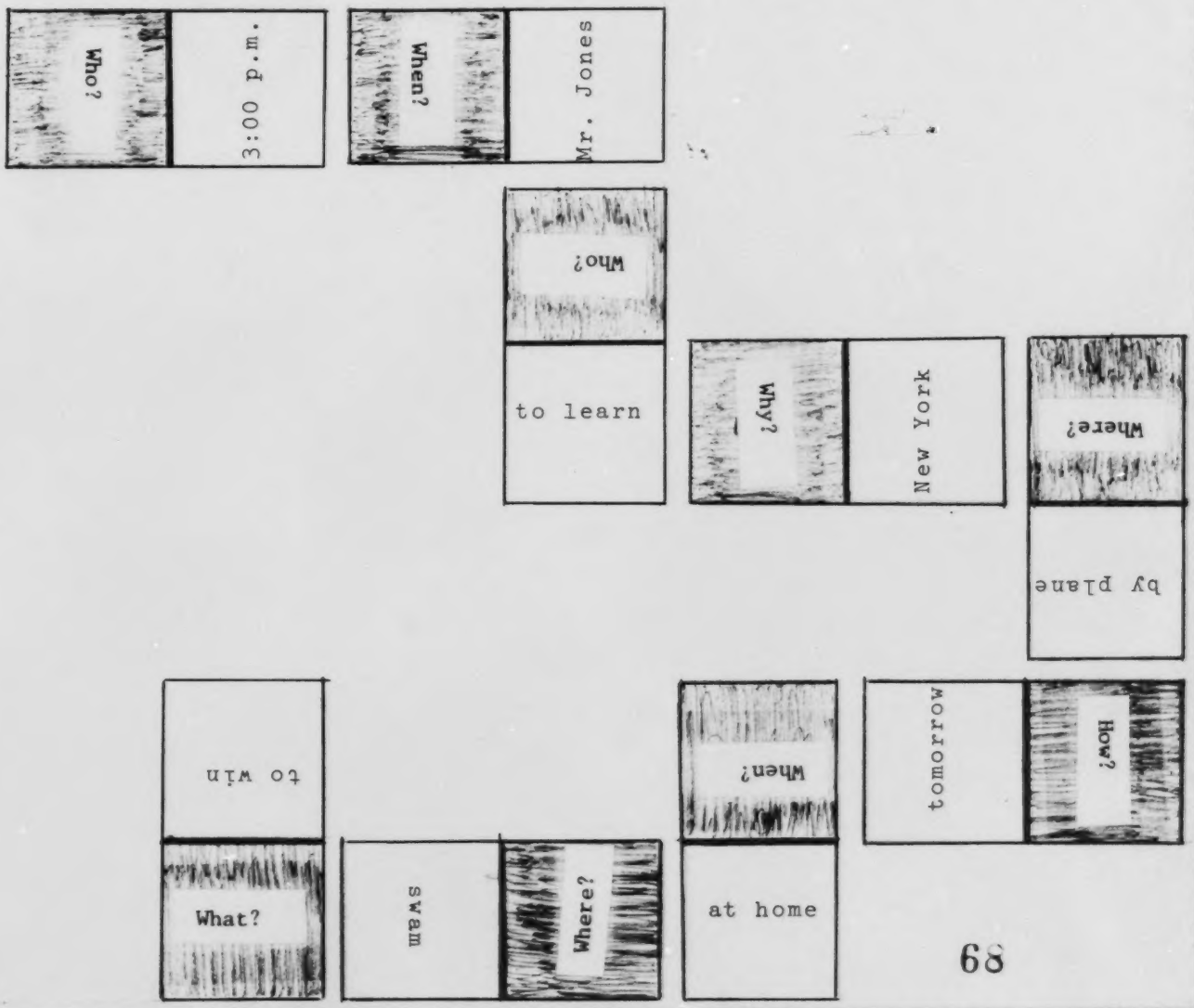
MATERIALS NEEDED:

42 - 2 x 4" oaktag or index card dominoes

DIRECTIONS:

Cut and divide each domino in half with a red line. Shade the "detail question" half of each domino with a yellow water-base marker, or hi-liter marker. Make a set of dominoes as shown below. Cover the cards by laminating.

Shuffle and deal to two or more players. Place one card on the table, and players in rotation build on either side of the dominoes until one of the players runs out of cards and wins.



TIC-TAC-TOE

OBJECTIVES:

Teacher: The student will recall details of a story about a trip and receive X's or O's for the correct response.

Student: You will recall details of a story about a trip and receive X's or O's for the correct response.

MATERIALS NEEDED:

Oaktag
Felt Tip Marker

DIRECTIONS:

Draw a tic-tac-toe board on the oaktag with questions in the squares. Correctly answered questions receive an X or an O in the correct block. Three across in any direction wins.

Who was the main character?	Where did the main character live?	How was the main character going to travel?
Why did the main character go?	What would the main character bring back?	How long would the main character be gone?
Who was the main character's friend?	Where was the main character going?	When would the main character go?

Teacher Color

ACT OUT THE NEWS

OBJECTIVES:

Teacher: The student will be able to read a news article and act out what it is about so that others can guess which article it is.

Student: You will be able to read a news article and act out what is is about so that others can guess which article it is.

MATERIALS NEEDED:

Several copies of the same newspaper

DIRECTIONS:

THIS Game may be played by two or more players. First take a newspaper and decide on a certain page to be used. Then the player who is "IT" looks at the page by himself and selects a news item that he will act out. While he is enacting the chosen part, other players look at the newspaper page and try to guess which item is referred to.

VARIATION:

Could do this with headlines from Mother Goose rhymes.

Teacher center

CARD COUPLES

OBJECTIVES:

Teacher: The student will be able to match the main idea of a paragraph with the correct paragraph.

Student: You will be able to match the main idea of a paragraph with the correct paragraph.

MATERIALS NEEDED:

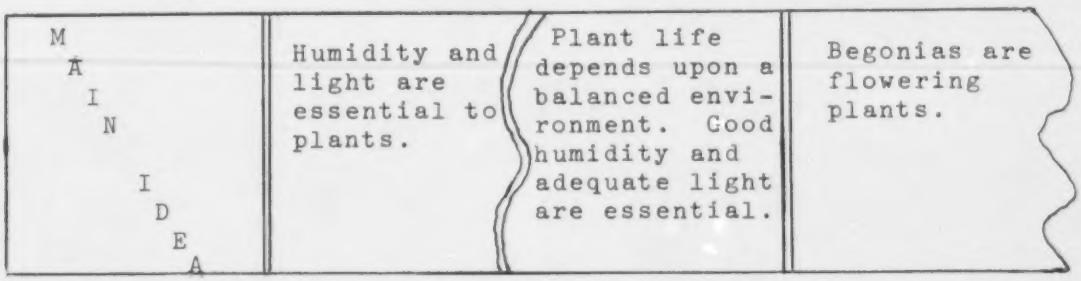
Oaktag
Scissors
Markers

DIRECTIONS:

Cut a set of 20 - 30 playing cards for each game. You can make them about 1½ x 4" to 3 x 6" size. Draw a heavy line down the center of each playing card as illustrated. Next, hold two playing cards so that the right side of "A" overlaps the left side of "B: about ½" and cut a curved or jagged line:

Place the cards on the table so that the cut lines will fit together or couple-up as in a puzzle. Write the desired skill information on the cards as shown in the examples. Then pick up card "B" and a new card "C" and overlap "B" and "C" as shown to cut a new couple-up. Write on the next item and continue to complete the set of cards. Be sure not to repeat or duplicate any items--use different items for each card couple-up. Self-correction is evident since only the correct answers will match.

Deal out the playing cards and place the "title" card out to start play. Players place answer cards as soon as they find corresponding answers. The first player to use up all of his cards is the winner.



HEADLINE HUNTERS

OBJECTIVES:

Teacher: Using newspaper articles the student will be able to write headlines for existing newspaper articles.

Student: Using newspaper articles you will be able to write headlines for existing newspaper articles.

MATERIALS NEEDED:

Interesting news stories (Keep current)
Enough copies so each group has a copy
Paper and pencil

DIRECTIONS:

Any number of students may participate, divided into teams.

Set up an "impartial panel of judges" to evaluate the headlines written by the student teams. The panel could consist of students from the class, from another class, one or two fellow teachers, or you alone. Distribute copies of several news stories to students. Tell them that it is each team's task to read the stories, then write an appropriate headline for each one. Headlines will be judged on the following criteria: brevity, aptness, originality, and accuracy. After the teams have completed their task, have each of the headlines judged. If possible, the judging panel should hold open deliberations so that students can benefit from its analysis.

FAIRY TALE THINK TANK

OBJECTIVES:

Teacher: The student will be able to pick which fairy tale is being explained during the game.

Student: By using cards with main idea sentences about a fairy tale you will be able to choose the correct fairy tale.

MATERIALS NEEDED:

Oaktag
Felt Tip Pen
Pictures representing the fairy tales
One die
Colored discs of two colors

DIRECTIONS:

This is a game for two players. Each player is dealt three cards from the card pool and chooses a color. Toss the die and the one with the highest number goes first. That player throws the die and moves the number of spaces on the die. If the player has a card in his hand matching the fairy tale character on which he has landed, he places it there, along with a disc of his chosen color. If he is not holding a matching card, he draws one from the pile and may place it on the board if it is a match. The game continues, the players alternating turns, until all the squares are marked in color, the winner being the one with the most discs on the board or until one player has disposed of all of his cards and is thus a winner.

Players landing on a square already marked by their own color get another turn. Players landing on a square marked by the other player lose their turn.

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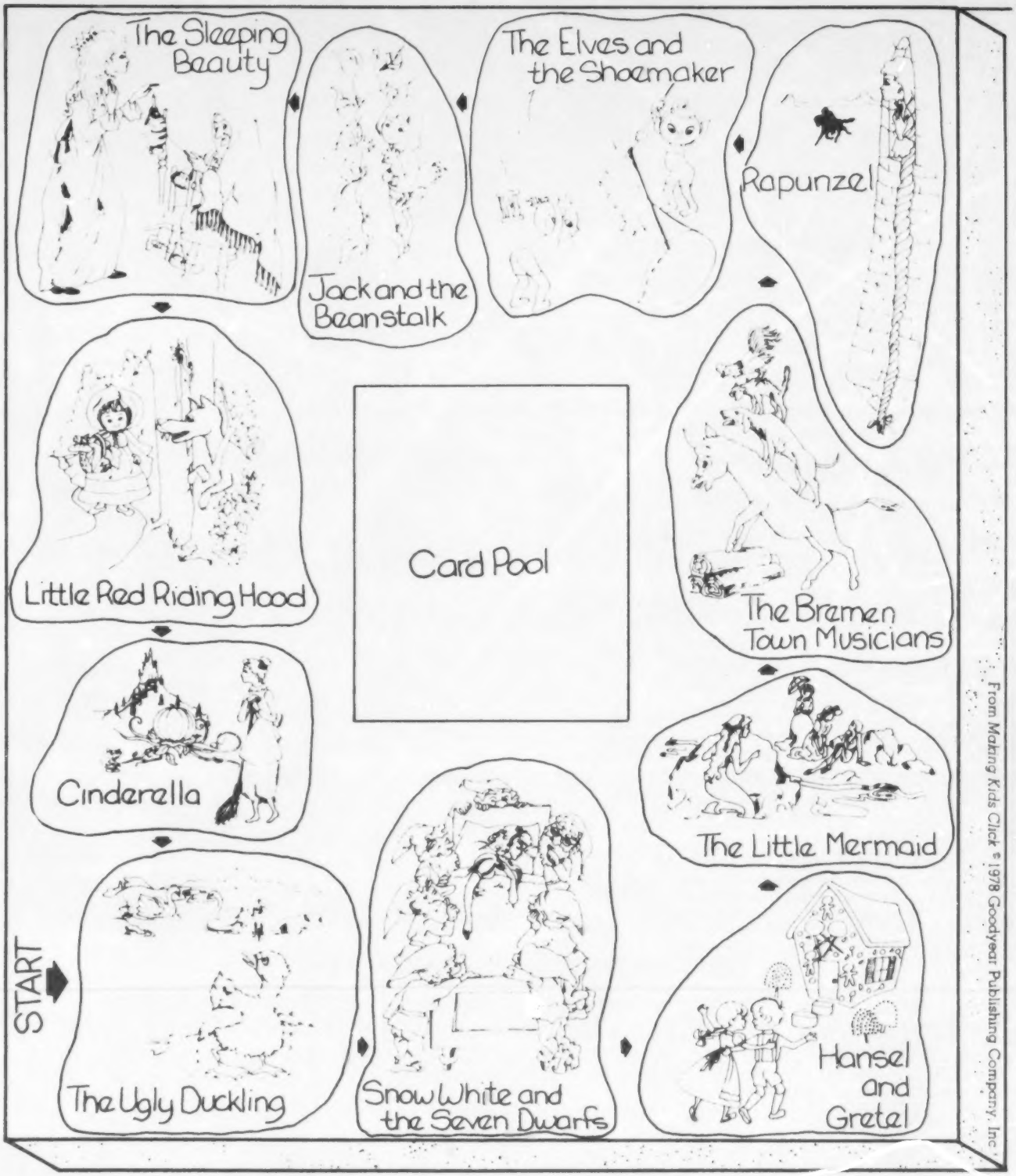
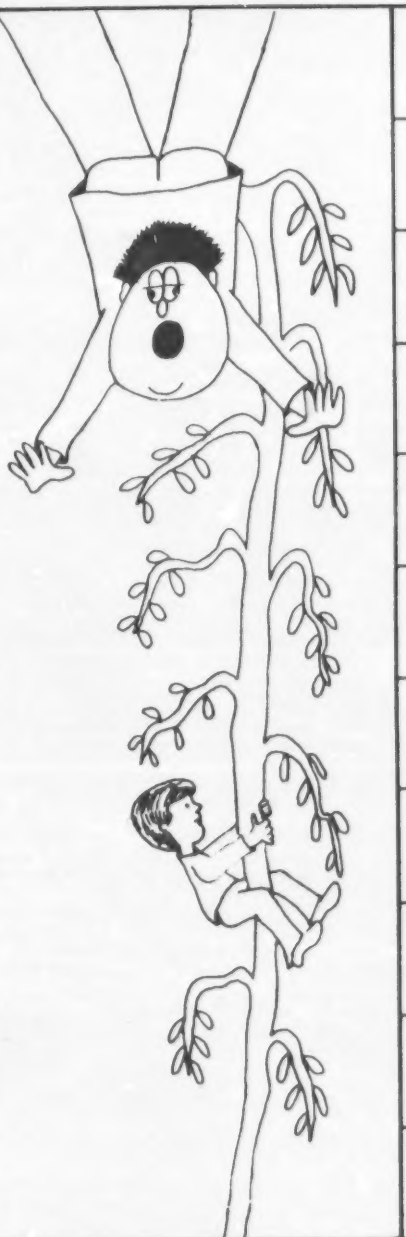


MAKING KIDS CLICK, Linda Polon and Aileen Cantwell, Goodyear Publishing Company, Inc., p. 66.

Use these cards for MAIN IDEA
Children match the main ideas with the fairy tales on the board



A young girl goes to a ball and wins her prince.
A girl, living with 7 little men, is bewitched but saved by a prince.
A visit to her grandmother ends in disaster for the heroine.
Two lost children are captured by a witch and almost lost forever.
A boy outwits a giant to regain his kingdom.
After a long sleep, a princess awakens to become a prince's bride.
A girl imprisoned in a tower finds her Prince Charming.
Little men are rewarded for helping a poor craftsman.
Four lonely animals find a home.
A little creature of the sea meets disaster as a human.
An unattractive baby becomes a handsome adult.

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MAKING KIDS CLICK, Linda Polon and Aileen Cantwell, Goodyear Publishing Company, Inc., p. 67.

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